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ABSTRACT

The inservice project described in this case study involved three role groups--leaders, consultants, and teachers--in a collaborative effort to plan, implement, monitor and evaluate an inservice program. The program combined strategies for teaching writing with strategies for teaching reading in the content areas, while maintaining the integrity of the two original programs. The first section of this paper includes background information on the inservice project. The second section reports the findings, which are based on a content analysis of field notes taken during program sessions. The analysis is designed to answer two questions: (1) What was the function of each role group? and (2) Which role group took ownership of the project? Comments of each role group, collected through participant observations, were analyzed to discover emerging themes. The third section relates findings and includes implications for inservice and suggestions for further research. The results indicated that each role group served multiple functions, had a distinctive purpose, and had an impact on the project. Over a period of time, the teacher role group took ownership of the project. The appendixes provide a dialog and charts showing the process and some end products of the effort described in this case study. (JD)

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# Ownership & Function:
# A Case Study of An Inservice Project

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Inservice education is a part of the life of classroom teachers who receive the training as well as school administrators and consultants who plan and provide the training. The purpose of inservice education is to improve teachers' skills and thereby to improve student learning which is one level of school reform.

The inservice project, described in this case study, involved three role groups (leaders, consultants, and teachers) in a collaborative effort to plan, implement, monitor, and evaluate an inservice program. The program would combine strategies for teaching writing with strategies for teaching reading in the content areas while maintaining the strength and integrity of the two original programs.

Comments of each role group, collected through participant observations, were analyzed to discover emerging themes. The results indicated that each role group served multiple functions, had a distinctive purpose, and had an impact on the project. Furthermore, over time the teacher role group took ownership of the project.

As an elementary teacher, inservice education was a part of my life. I was required to attend workshops and meetings planned by the school district and/or building administrators. While I found some of these inservice programs helpful, I also had many questions. Why this particular content/skill/process? If this is so important, why don't we have more time to work on it? Why not meet by grade level rather than by building or with the total staff? Why doesn't someone ask me what needs I have?

As assistant director of a teaching center, I was involved in planning inservice programs. Now, I had different questions. How can inservice education address the needs of the school district and/or building administrators as well as the teachers? Who, what and where are the resources to meet these needs? What is the best way to provide inservice education?

Obviously, I was not the only teacher or administrator asking these and other questions. Research and articles on inservice education which address such questions are numerous. After reading this literature, however, I still had questions. Do these suggestions work for all inservice programs? Are there unique characteristics of either the people involved or the content/skill/process of the inservice program which need to be considered when developing inservice programs?

When, as a doctoral student, I was asked to work on an inservice project, I saw an opportunity to begin to find some

answers to my questions. Therefore, I decided to design a study of the inservice project. In order to determine a focus for the study, I read the project proposal and discussed it with one of the authors. Based on the reading and discussion, it became clear to me that this inservice project had a dual purpose.

One purpose involved a product goal. The product goal was to develop teaching strategies/materials which integrated reading and writing instructional techniques and to develop a model to train other teachers in this newly developed integrated approach. The second purpose involved a process goal. Several role groups were to be involved in the inservice project. The process goal was to integrally involve the teacher role group in the planning, implementation and evaluation of the product goal. Therefore, two questions became the focus for this case study:

1. How did the various role groups function?

2. To what extent were the teachers integrally involved?

I had worked in the district for one year prior to being asked to work on the inservice project. During that time, I arranged field placements for preservice teachers, supervised student teachers, and attended inservice meetings. Through my work I became acquainted with most of the people who were to be involved in the project. My attendance at project meetings, therefore, would be normal occurrence and provide the opportunity to collect data unobtrusively.

The case study reported in this paper is based on fieldnotes from my participant observation during the first year of a two year project. The paper is organized into three sections. The first section includes background information on the inservice project. The second section reports the findings which are based on a content analysis of the fieldnotes. The analysis is designed to answer two questions:

1. What was the function of each role group?

2. Which role group took ownership of the project?

The third section relates the findings to the two questions which are the focus of this case study and includes implications for inservice and suggestions for further research.

## Background

Three years prior to the beginning of the inservice project reported in this case study, several teachers in a suburban school district expressed their concerns about new state requirements for student writing competency. They also expressed a dissatisfaction with the current school writing program. As a result of this concern several actions were taken.

- Teachers visited other school districts to discuss local writing programs.
- Information was gathered concerning successful writing programs and/or research on the teaching of writing.
- Teachers, administrators, university staff, and outside consultants were brought together to discuss the direction they thought the district should take.
- Two of the most suitable programs were field tested with one-Individualized Language Arts (ILA)-emerging as a clear favorite.
- A group of volunteer teachers were then trained by ILA developers.
- Finally, the program grew to include teacher trainers, building support groups, the training of administrators, and a research study of the effects of the program on children's writing.

By December 1981, virtually every elementary and secondary teacher in the district had received training in the ILA writing program. Research conducted within the district provided data which indicated that children's writing had improved and that teachers reported feelings of success (Yarger, Newman, & Broadbent, 1982).

In October 1982, the inservice project reported in this case study began. The inservice project was conceptualized as a collaborative effort to plan, implement, monitor, and evaluate an inservice program to meet a newly expressed need. Teachers were now asking how to combine the ILA teaching strategies with the Reading in the Content Area (RICA) teaching strategies they had learned during another inservice program several years earlier.

This new inservice project was to be titled "An Integrated Program for the Teaching of Reading and Writing."

As in the ILA inservice program, three role groups (leaders, consultants and teachers) were to be involved as members of the design team. The leaders included the district's assistant superintendent and the teaching center director.[1] Eight teachers were also invited to become members of the design team. Six were elementary teachers (grades three through six) and two were secondary teachers (junior high English). The final role group included consultants from each of the component programs (ILA and RICA) and an evaluation consultant from a local university.

Several program objectives were to be accomplished through the collaborative efforts of this design team. The objectives included in the project proposal (Yarger, 1982) are as follows:

- Invited teacher...who are using "Reading in the Content Area" (RICA) strategies and/or other teachers who are using "Individualized Language Arts" (ILA) strategies, a RICA trainer, an ILA trainer and...,the director of the teaching center, will develop strategies for the integration of RICA and ILA into an instructional process for teaching in the content areas.
- These strategies will be piloted by this cadre of teachers and will be refined until able to be used successfully and easily in the classroom.

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1. The teaching center director is also a member of a local university faculty.

- This cadre of teachers will become known as teacher trainers and will train twelve elementary (grades 4-6) and six junior high school teachers so that each of these teachers is able to demonstrate mastery of the newly developed integrated program by performing the strategies successfully in their own classrooms.

- The teacher trainers will demonstrate competence in helping teachers implement the newly developed strategies by successfully conducting ongoing training sessions for participating teachers.

- Students in the classrooms of the participating teachers will show increased competence in reading as measured by statistically significant differences in pre and post test administration of the Stanford Achievement Test of reading comprehension. They will also show increased writing skills through statistically better performance in writing as measured by pre and post test results using writing samples and the New York State Holistic scoring system.

- An integrated program for the teaching of writing and reading in grades K-9 will be developed and will be titled "An Integrated Program for the Teaching of Reading and Writing". The program will include classroom strategies and materials as well as a model for training teachers how to use the program. (pp. 5-6)

## Findings

What was the function of each role group?

In order to answer this question, a decision was made to analyze the comments of each role group to discover emerging themes. These themes were used to determine how each role group functioned. Based on how each role group functioned, conclusions were drawn as to which role group controlled the inservice project. The findings for each role group follow.

Leaders. Based on concerns of teachers, the assistant superintendent and the teaching center director wrote the project description and proposal for the inservice project reported in this case study. Through their efforts the project received state funding. For purposes of this study, these two individuals are designated as "leaders."[2]

Content analysis of the fieldnotes indicates that four themes emerged from the comments of the leaders. These themes further indicate that the leaders functioned as administrators, facilitators, consultants, and "cheerleaders."

As administrators, they had three main responsibilities. First, they made introductions and/or explained the agenda for the meetings.

OCTOBER 27, 1982

> The center director called the group together and each person in the group took a turn introducing him/herself.

JANUARY 13, 1983

> The center director opened the session by saying that this was their time to develop materials that would integrate reading [RICA] and writing [ILA].

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2. Because of his many responsibilities, the assistant superintendent attended meetings on an irregular bases. Therefore, major responsibility fell to the teaching center director.

MARCH 14, 1983

> When new teachers were added, the center director started the meeting with, "Today we will have a review of ILA. Tomorrow will be a review of RICA. The 24th you'll begin work on your own unit. There will be time the first two days for you to develop both RICA and ILA materials. Much later we'll get back together and see how far you have gotten and how it is going."

A second administrative responsibility was that of scheduling. Although the approved project proposal had a suggested time line, in reality the scheduling was done with input from the teachers.

OCTOBER 27, 1982

> "How should we use our time tomorrow?"

DECEMBER 10, 1982

> The teaching center director put the original time line on the board. A discussion followed and the time line was changed.

MARCH 24, 1983

> "There are two more full days of meetings planned for April and May. How do you want to schedule them?"

Then based on the scheduling decisions, the leaders arranged for substitutes and sent notifications of future meetings.

A third administrative responsibility, of this role group, was to see that things happened. Content analysis of the fieldnotes indicates that on several occasions the leaders presented the teachers with a specific task.

DECEMBER 10, 1982

"Also bring related reading activities so we can be collecting materials for research."

FEBRUARY, 10, 1983

"What I'd like you to do now is get into 3 groups and do 3 things: [a] We need our own definition of integration. [b] What are the 5-8-10 things that the new people ought to be taught? [c] Can we start in March?"

MAY 11, 1983

The center director then explained the two tasks at hand--the progress report and the new proposal.

The second and major function of the leaders was that of facilitator.[3] Facilitator responsibility was that of moving the project forward. The fieldnotes indicate that as facilitators these leaders displayed a distinctive style. That is, they used more questions than they did directive statements.

OCTOBER 27, 1982

"Read the project proposal and think about its implications for the group. Is it viable to develop integration techniques? What are the implications for the students?"

"Do we want to put this together? How do we want it to come out--the final product?"

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3. When comments by the leaders were put into the various themes, the majority of their comments fell into this category.

DECEMBER 10, 1982

"We also need to be thinking about how we share what we develop with other teachers. How will we train them? Do we need refreshers on RICA?"

FEBRUARY 10, 1983

"I've been thinking that maybe there are steps to integration. Today we might want to start by looking at this and identifying steps."

Questions were used to clarify the conceptual intent and applicability of suggestions made by teachers.

FEBRUARY, 10,1983

"Clarify what you mean by model?"

"How will we interpret one year of ILA?"

"You were giving them a different task. Now you're talking about taking the paragraph apart, when first you were asking them to put themselves into the paragraph."

After the definition of integration was developed, the teacher center director asked for clarification of some of the terms and different people asked if she didn't like it. She said, "No, I like it, but I didn't hear you saying, yes." The response was, "YES!"

MAY 11, 1983

"Is it time to develop or time to teach [that takes so long]? How teacher specific are the units?"

Furthermore, as facilitator, the leaders provided current research and relevant information pertaining to the project.

NOVEMBER 4, 1982

The teaching center director distributed an article from Communication Quarterly on if/how/why teachers integrate curriculum and then asked for reactions.

FEBRUARY 10, 1983

"I have been reading a lot. There doesn't seem to be any writing research at the elementary level. It is almost like people feel that students under the age of twelve don't need to think."

"I brought the affective taxonomy. In writing research, they suggest getting students involved on the personal level. That certainly is the affective domain. Notice that organization is in the affective domain. We teach writing in an organized fashion yet some students may not value this. Are there two kinds of organization? Maybe where we're going is a taxonomy of writing skills?"

Here again, they did not merely present research and information, but asked questions which helped to make clarifications and to move the project forward.

The third function of the leaders was to act as consultants. Although an evaluation consultant was included in the design team, he did not attend all the meetings. Therefore, the leaders answered the teachers' questions about the evaluation objective.

JANUARY 13, 1983

"We are comparing a kid to him/herself."

"That's why we have a control group. Another weakness in this kind of research is teacher difference."

FEBRUARY 10, 1983

> "When we get into the study there will be outside readers."

Finally, the leaders functioned as "cheerleaders." That is, they gave positive reinforcement and encouragement to the teachers.

OCTOBER 28, 1982

> "I don't want you to be under the impression that this will be done in the next five hours. I was impressed with the thoughtfulness you showed yesterday. Intergration seems to make sense."

NOVEMBER 4, 1982

> The teaching center director commented that the National Diffusion Network was interested in projects like this. "We may all become famous!"

DECEMBER 10, 1982

> "Maybe we'll find we can't do this but we'll find that this fits into developmental theory. Remember if we don't find improvement that doesn't mean we've failed."

MARCH 14, 1983

> "The State Ed. person said she had never seen a group of teachers who were so involved in curriculum development. She was extremely impressed with the level of thought and the level of materials that were being developed."

As the previous examples indicate, the leaders' comments served four main functions in this inservice project. First, as administrators, the leaders made introductions and/or explained

the agenda, made scheduling decisions with input from the teachers, and gave specific tasks to see that things happened. Second, as facilitators (a major function), the leaders' distinctive style was to ask questions which served to moved the project forward. Even when they presented research and information relevant to the project, it was done in a questioning manner. By responding to questions about the evaluation objective, the leaders served a third function--that of consultants. Finally, as "cheereleaders," the leaders encouraged, praised, and offered support to the teachers.

Consultants. The project proposal stated that "the expertise of the RICA and ILA program developers and of teachers who have been successful in using each program will direct the planning efforts so that the integrity of each program is maintained" (p. 2). The program developers of the component programs (RICA and ILA), their associates (one from ILA and two from RICA), and an evaluation consultant were asked to share their expertise.[4] For the purposes of this case study, these six individuals are designated as the "consultants."

As with the leaders, content analysis of the fieldnotes indicates that several themes emerged from the comments of the

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4. The program developers did not attend the same meetings. The associates from each program, however, did attend some of the same meetings. Furthermore, neither the program consultants nor the evaluation consultant attended all the meetings.

consultants. This role group also had several functions.

As outside consultants, one necessary step seemed to be to develop rapport. One program developer (RICA)[5] had been involved several years earlier when teachers in the district had been trained in his program. He appeared to use the following statements to develop rapport with the group.

OCTOBER 27, 1982

> "Please feel comfortable about asking questions, getting more coffee and interjecting comments."

MARCH 15, 1983

> "Feel free to get up and get more coffee and ask questions. What have you been doing since the last time we met?"

The other program developer (ILA) had not been directly involved when teachers in the district had been trained in his program. He appeared to use the following statements to develop rapport with the group.

DECEMBER 10, 1982

> "I really invited myself up. I read the proposal which said the developers would measure the degree of fidelity between your project and the programs. I wanted to share my thoughts on how to integrate reading and writing."

> "Please ask questions. We're all on a first name basis except that I don't know yours."

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5. The RICA program developer is also a professor at a local university.

"I'll say we because I feel like part of the group."

The fieldnotes indicate that none of the three associates made comments which served to build rapport. One possible explanation is that the ILA associate had been involved in the previous inservice program and was known to the group. Also, one of the RICA associates had previously been a teacher in the district.

The evaluation consultant knew many of the teachers through his work with undergraduate education majors who had had field placements in the district. His positive comments[6] to the teachers appear to be used to build rapport with the group.

FEBRUARY 10, 1983

> "I've been very interested in what I've heard so far. You are talking about teaching rather than what is taught. You're talking about learning and how to learn--how to capitalize the learning."

Because these individuals had had different prior contacts with the teachers in this project these rapport building comments seemed to function to help make the consultants part of the group.

A second function of the consultants was to provide information. Content analysis of the fieldnotes indicates that each consultant had a different style for presenting

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6. The content analysis of the fieldnotes indicates that neither the program developers nor their associates made positive comments.

information. The consultants for one program presented the philosophy of the program and used model lessons to review the strategies.

OCTOBER 27, 1982

> The program consultant began by explaining the philosophy and concepts behind the program.
>
> ...began to teach a lesson around the concept POWER. When he wanted to make a point about strategy he'd say, "parenthesis in lesson" and go on to make his point then say, "back in the lesson."

MARCH 15, 1983

> ...began a simulation--to go through the process--pointing out what was happening, how to facilitate the process, and why it was done.

The consultants for the other program presented evidence of the success of the program and used media to review the various strategies.

OCTOBER 27, 1982

> ...used a filmstrip that told about the various techniques....talked about the success of the program....described the research that was done to validate the program.

NOVEMBER 4, 1982

> ...showed several articles in different magazines that spoke highly of the program....used the overhead to show examples from students' work and suggested some activities for each technique.

The evaluation consultant asked questions in order to clarify what was to be evaluated. He recorded the teachers' remarks and summarized them.

DECEMBER 10, 1982

> "I've heard many things that should happen. Let me read them and see if we have what you want."

He also made suggestions about how to gather the evaluation information.

DECEMBER 10, 1982

> "We may want a pre/post test. Give the students some materials [to read] and ask them some questions [to write]. Give them plenty of time. Then interview students to see how they answered the questions."

Content analysis of the fieldnotes indicates that both program consultants voiced their concerns about the project.[7]

OCTOBER 27, 1982

> "I'm concerned that this will turn into a skills curriculum and lose sight of the substance of the content. We don't want to say to secondary teachers--You are to become reading and writing teachers."

DECEMBER 10, 1982

> "There is a problem here in my opinion in teaching writing while teaching content."
>
> "Teaching writing of a paragraph is different than

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7. There are no comments of concern by the evaluation consultant in the fieldnotes.

teaching understanding of content."

"How are we going to select the techniques? Are we getting piecemeal?"

Voicing these concerns seemed to function as attempts to preserve the integrity of the component programs.[8] They also brought on vigorous group discussions. It is unclear, however, whether or not these comments aided in moving the project forward.

While the program consultants showed concern for maintaining the integrity of their own programs, content analysis of the fieldnotes indicates that the consultants made only a few comments which related to the integration of the two programs.

OCTOBER 28, 1982

"Real teaching blends everything."

"The best way to see an integration is to plan a lesson and see where they fit together."

DECEMBER 10, 1982

"If there is a cognitive pattern in the reading, these should be used in the writing."

It is interesting that the comment about planning a lesson and the discussion which followed resulted in the development of a framework which eventually became the model for how to integrate the two programs. (See Appendix A for details of the discussion and Appendix B for the resulting model.)

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8. This is an interesting finding given that the project proposal made explicit reference to this function of the consultants.

Like the leaders, comments of the consultants served several functions. First, the consultants used rapport building comments in order to become part of the group. Second, using different styles, the consultants provided information based on their individual areas of expertise. Third, the consultants voiced their concerns which functioned to preserve the integrity of the individual programs, however, it is unclear whether these concerns helped to move the project forward. Finally, although the consultants made few comments about the integration of the two programs, one comment in particular did help to move the project forward.

Teachers. As was stated earlier, eight teachers were invited to work on this project as members of the design team. Several months later, nine additional teachers[9] were trained in the still developing integrated approach. The project proposal stated: "Initially, this group will be instructed in the use of the newly developed strategies and materials. While their ongoing progress is monitored and supplemented throughout the year by the teacher trainers, these volunteer teachers will actually become members of the design team by analyzing the training itself and evaluating the classroom activities" (p. 2).

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9. There were two English teachers from each of the two junior high buildings and one elementary teacher from each of the five elementary buildings. One teacher taught third grade, another taught fifth grade, and a another taught sixth grade. The other two teachers taught fourth grade.

For the purposes of this study then, these seventeen individuals are designated as the "teachers."

As with the leaders and consultants, several themes emerged from the content analysis of the fieldnotes which provide insight into how this role group functioned. Since these teachers knew each other, there was no need to develop rapport. However, on several occasions comments were made which seemed to serve as "icebreakers." That is, these comments functioned as a means to express feelings, to relieve tension, or to move discussions along.

OCTOBER 27, 1982

> "I'm not sure I can see how we can put these together. Will there be steps 1, 2, 3--a scope and sequence? How will we put this on paper? How will teachers respond. It is not abnormal for me to feel I'm OK!"

OCTOBER 28, 1982

> "THIS IS HARD!"

DECEMBER 10, 1982

> "I've enjoyed the rhetoric and discussion but I feel a need to move on."

Content analysis of the fieldnotes also indicates that the teachers made suggestions concerning how the integration could work, who should be trained, and how they should be trained. Teachers commented on how the integration could work.

OCTOBER 27, 1982

"This could be like a Chinese menu. Tell the teachers that they can pick one from column A-B-C."

"RICA's vocabulary categorization is like ILA's slotting."

OCTOBER 28, 1982

"Could we add writing to number three [of the framework]? We don't want to leave that out."

MAY 11, 1983

"The trick is not to put in every strategy the first time, but to build into your unit over the years."

They commented on who should be considered for training and on procedures for training.

OCTOBER 28, 1982

"In this project we'll have to be patient with ourselves and our colleagues. During training, we need to show that we're not here to intimidate, show off, perform--rather, we're working together."

NOVEMBER 4, 1982

"Teachers who are trained will need to be proficient in ILA and RICA. They may need a RICA review. It's been a long time."

FEBRUARY 10, 1983

"I assume that they will be volunteers."

"Some teachers were trained one year ago but are not really using them [ILA]. We need to allow for individual differences."

"Move that [framework] up front. We need a structured overview."

With these suggestions, the teachers functioned as designers[10] of the integrated approach and training of new teachers.

Content analysis of the fieldnotes further indicates that the teachers had concerns as well. Generally, their concerns fell into three categories. One concern focused on curriculum constraints.

OCTOBER 28, 1982

> "The Curriculum Committee is deciding on social studies. We will have a single text. The resources are chosen for us."

NOVEMBER 4, 1982

> "Teachers will be reluctant to make materials when they know we're getting a new text book."

However, teachers also expressed an understanding of how the integrated approach might alleviate these concerns.

FEBRUARY 10, 1983

> "The social studies book we're looking at requires that students understand cause/effect, but they haven't had the training. So if your unit [using the integrated approach] has cause/effect, that will help them as they get to the book."

> "The reading series I'm piloting has the various levels of questions. As I went through my unit, I made sure to include those types of questions. Children may or may not have that background."

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10. The operational definition of designer is one who conceives of a plan for a specific function or end.

The teachers' curriculum concerns, like their general comments, functioned as "icebreakers."

A second area of concern focused on time. With respect to the use of the integrated approach, teachers commented:

NOVEMBER 4, 1982

> "You need time outside the classroom to make this work."
>
> "You definitely need to have time to develop lessons."

MAY 11, 1983

> "I'm more organized-more planned, but it takes a long time. It is such a job!"

With respect to the training, teachers commented:

FEBRUARY 10,1983

> "That is too much. Remember how overwhelmed we felt. They need time to think. Really need three full days. Give some time [to think] between the first two days."

The teachers' time concerns helped to clarify what was needed to make the integration and training work. Therefore, these concerns served as part of the design function.

The third area of concern related to the evaluation objective for the project. Teachers commented:

DECEMBER 10, 1982

> "When there may be different teaching styles, how can we standardize?"

JANUARY 13, 1983

> "How will these be correlated?"

APRIL 13, 1983

> "I didn't like the way I did the first one [pre-test] but I don't feel I should change it because then I can't compare the two."
>
> "I can't see any reason for the new people to give the pre/post test. There is so little time left in the year that there won't be much growth. What about all the learning that has taken place before. We won't be able to tell if it is the integration that is working or past learning."

The teachers' evaluation concerns seemed to develop because the purpose of the pre/post tests changed over time. In the original project proposal the evaluation objective was written as follows:

> Students in the classrooms of the participating teachers will show increased competence in reading as measured by statistically significant differences in pre and post test administration of the Stanford Achievement Test of reading comprehension. They will also show increased writing skills through statistically better performance in writing as measured by pre and post test results using writing samples and the New York State Holistic scoring system. (pp. 5-6)

The pre/post writing tests were to be used to evaluate the product goal of the project. During the fourth meeting the leaders commented:

DECEMBER 10, 1982

> "The initial process is that reading and writing go together so that students gain a better understanding of content."
>
> "We will do a double blind sample. The researchers don't know which students in which group are tested. We test your students, the volunteers', who are trained, students and the control group's students. There will also be interviews of teachers and students."

And the leaders asked the teachers to help design these tests.

As the project progressed, it became clear (to the leaders) that it would be difficult to find a control group[11] and that designing a test to measure the effects of the integrated approach required careful development and refinement. In a revision of the project proposal (Yarger, 1983b) given to the teachers after the seventh meeting, the evaluation objective was changed and written as follows:

> The teacher trainers will pilot a variety of pre/post test procedures for measuring student combined achievement in using newly acquired reading and writing skills. (p. 6)

The emphasis had changed to that of trying various types of tests

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11. The evaluation was to take place within the district since finding a control group which matched the RICA and ILA training variables outside the district would be difficult. As the project progressed the teachers began to share what they were doing with other teachers who were not involved in the project. Although this would make it difficult to find a control group, the leaders commented that the sharing was more important than the need to have a control group.

to determine which one more closely measured the effects of the integrated approach.

Furthermore, the leaders' comments during the tenth and eleventh meetings reflected the change in emphasis. The leaders commented:

MARCH 24, 1983

> "You can modify the pretest. We aren't really using them in the research. We are playing with what will work--different ways to do the testing."

APRIL 13, 1983

> "We are also interested in the procedure for testing. You are all doing it a little bit different. We are piloting the tests, trying to find out the best way to do this....You're putting too much emphasis on changes in students. We're interested in what questions we can use to cause the students to use a certain process."

Whether the teachers' evaluation concerns resulted from the leaders' inability to convey the change in emphasis or the teachers' inability to comprehend the change is unclear. However, the teachers' evaluation concerns did serve to create discussion. At times these concerns truncated the progress of the project. On other occasions, the concerns often helped to clarify what would be measured and what was meant by integration. Therefore, the teachers' evaluation concerns also served a design function.

Content analysis of the fieldnotes also indicates that the

teachers did a great deal of sharing. This sharing functioned as a positive reinforcement for individuals and for the project as a whole. The teachers shared information from other meetings they attended.

NOVERMBER 4, 1982

> "Could we tell you about the Reading Council meeting we attended?....We felt like we were doing the right thing!"

They also shared what they were doing in this project with other teachers in the district.

JANUARY 20, 1983

> At the district curriculum council meeting one of the teachers shared her reactions to the project. She commented on how surprised she was at how well her third graders were doing and at the words they had come up with during the brainstorming. The kids had said, "This is fun. Can we do it again?" She seemed pleased with their enthusiasm.

When the teachers shared information, a large part of this sharing had to do with how the integrated approach was working in their classrooms.

FEBRUARY 10, 1983

> When she asked how they felt about this activity, the students responded that they liked it because they could have ideas about what they would be learning; something to read for.
>
> She said that the unit was taking more time than she thought but felt it was overshadowed by the learning that was taking place. She had taught the same poem before using a different method and thought this [integrated] method was best.

MARCH 15, 1983

"It helps to build self-esteem for a child who may offer his/her idea for the first time in a discussion. It helps build logical thinking based on evidence."

MAY 11, 1983

"Kids began using terms or labels. They were talking about HOW they were learning."

Like the leaders, the teachers' sharing served the "cheerleader" function.

The teachers' comments, like those of the leaders and consultants, served several functions. First, general comments and curriculum concerns functioned as "icebreakers" by expressing teachers' feelings, relieving tension, and moving discussions along. Second, the teachers functioned as designers through their suggestions about how the integration could work, their suggestions for the training process, the teaching strategies/materials which they developed based on those suggestions, and voicing their time and evaluation concerns. Finally, the teachers' sharing of successes served a "cheerleader" function.

Summary. The three role groups involved in this inservice project served several functions. The leaders functioned as administrators, facilitators, consultants, and "cheerleaders." The consultants functioned to build rapport, to give information, to keep the integrity of the individual programs, and to move the

project forward (i.e., the one comment which started a discussion that resulted in the development of the integration model). The teachers functioned as "icebreakers", designers, and "cheerleaders."

Several of these functions served a similar purpose. As part of their facilitative function, the leaders provided current research and relevant information; and as consultants they provided information about the evaluation objective. The consultants also provided information. The rapport building comments by the consultants and the "icebreaker" comments by the teachers also served a similar purpose, in that, both helped to move the discussions along. Furthermore, the leaders and the teachers both functioned as "cheerleaders." Both role groups provided praise, encouragement, and support. The similarity of functions by role group indicates that all three role groups had some impact on the project.

More important are the differences between the functions of each role group. Only the leaders functioned as administrators. They made introductions and explained the agenda for meetings. While they asked for scheduling suggestions from the teachers, only they made arrangements for meetings. Only the consultants functioned to keep the integrity of the component programs. This was done through the concerns voiced by both program consultants. Only the teachers functioned as designers. They made suggestions about how the integration and training could

work. They also developed units of study which were then piloted in their classrooms and revised as needed.

These differences would seem to indicate the the teachers made the major design decisions for the project and perhaps controlled[12] the project. However, the questions asked by the leaders in their facilitative function, the information given by both the leaders and consultants, and the suggestion by a program consultant that planning a lesson would help to see how the integration could work all helped the teachers make design decisions. The descriptions of how each role group functioned, therefore, supports the conculsion that the three role groups involved in this inservice project worked in a collaborative effort[13] and shared in the control of the project.

Which role group took ownership of the project?

The findings describing how each role group functioned indicate that, although the teachers made the project design decisions, there was a collaborative effort on the part of all three role groups and each shared in the control of the project. As a result of this conclusion, another question was asked: Which role group took ownership of the project? Further content analysis of

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12. The operational definition of control is to check, test, or verify by evidence or experiments; to exercise restraining or directing influence over the project.

13. The operational definition of a collaborative effort is to work jointly with others in an intellectual endeavor.

the fieldnotes was necessary to answer this question.

The May progress report (Yarger, 1983a)[14] stated: "Through numerous workshops, experiences, interviews, and encounters, it became obvious to the leaders...that teachers desired information/training in implementing an integration of RICA techniques and ILA techniques" (p. 4). The idea/impetus for this project came from teachers, although not necessarily those teachers who were invited to become members of the design team.

Since the leaders wrote the project proposal, it seems logical that they would have had some idea of what the final outcome of the project would be. Content analysis of the fieldnotes indicates that the leaders did have a clear idea of the purpose of the project.

DECEMBER 10, 1982

> "When we wrote this grant our idea was that they [RICA and ILA] would reinforce each other."

JANUARY 13, 1983

> "What we were thinking when we wrote the grant was that if we use an integrated teaching approach then reading and writing skills would improve."

They also had some idea of how the integration might be accomplished.

---

14. The report was written by the teachers and edited by the teaching center director.

OCTOBER 28, 1982

> "When we wrote the project we had a simplistic view--simply match vocabulary [of RICA and ILA]."

In fact, during the first meeting, the teacher center director put up papers containing phrases (techniques) from both RICA and ILA and asked if it would be feasible to match similar techniques.

However, content analysis of the fieldnotes also indicates that the leaders did not have an idea of what the final product would be. When one of the teachers asked at the third meeting:

NOVEMBER 4, 1982

> "What is your idea of what the finished product will look like?"

the leaders responded:

> "We have no pre-notion of what it might be. That's what we have you for."

The question seems to indicate that the teachers assumed that the leaders had an idea of what the final product would be and that the teachers' role was to find out and then proceed. The leaders' response to this question, on the other hand, seems to indicate that the teachers would control that decision.

In addition, the leaders' use of questions to facilitate the progress of the project seem to indicate that the teachers would be the controlling force of the project. But their use of

questions also seems to indicate an understanding on their part that there would be a need for guidance. For example:

FEBRUARY 10, 1983

> "When are you going to talk about your framework?" Then later, the teacher center director said, "I wasn't going to let the framework get left out. It was too important. After spending so much time understanding what the project was about, they [teachers] were expecting others to gain the same knowledge so easily."

Content analysis of the fieldnotes further indicates that with the exception of the "what is<u>your</u> idea..." question, the teachers used the words "we" and "us" in their comments and questions. Typically these words are used to indicate a number of different people and, in this case, the assumption was that these words included all three role groups.

However, a careful analysis of the fieldnotes indicates that when the teachers used these words they seemed to be referring to themselves and the leaders. As for the program consultants, the teachers' comments indicate that they had concerns about ownership problems.

NOVEMBER 4, 1982

> They [the teachers] were concerned about the program developers' protective attitudes of their program. "They need to meet and gain knowledge of the other's program."

DECEMBER 10, 1982

> "He doesn't want to deal with this. There is professional jealousy."

JANUARY 13, 1983

"Whose program will this be?"

By the time new teachers were invited to be trained, the answer to this last question was resolved. Content analysis of the fieldnotes indicates that, at this point, the teachers seemed to take ownership of the project. Two teachers' comments to the new teacher members seem to demonstrate this ownership.

MARCH 14, 1983

> "We also have a framework that is GENERIC--black and white--no name brand, that can be used with different grade levels and subject areas."
>
> When a new teacher commented, "So you're not evaluating writing? I'll have to see it to understand."; an original teacher responded, "I'll show you."

Furthermore, in planning for the following year, the teachers commented strongly that they didn't want the "experts."

MAY 11, 1983

> "We have our OWN people who can review the RICA and ILA strategies!"

An excerpt from the May progress report also verifies that the teachers took ownership of this inservice project.

> "Our...group of teachers developed a framework.... Using this tool, we demonstrated how [RICA and ILA] can be integrated....The units...were piloted by members of the committee and were refined as needed.... Subsequently, each committee member became a trainer and under their influence and guidance are training...teachers." (p. 9)

## Conclusion

### How did the various role groups function?

As was stated in the introduction, this inservice project had a dual purpose. One purpose involved a product goal. This goal was to develop teaching strategies/materials which integrated reading and writing instructional techniques and to develop a training model so that other teachers could be trained in the newly developed integrated approach. Findings on how the three role groups functioned provide evidence that this purpose was achieved.

A key to the achievment of this goal can be seen in the similarities and differences of how each role group functioned. The similarities in the functions of the three role groups enhanced the collabortive effort which made the product goal happen. The "icebreakers" of the teachers and the rapport building comments of the consultants helped to relieve tension, bring the members of the group together and move discussions along. The "cheerleader" function of both the leaders and teachers provided support and encouragement. The information provided in the facilitative function of the leaders and the comment on integration provided by a program consultant helped the teachers make their design decisions.

The differences in how the three role groups functioned also

enhanced the collaborative effort. The administrative function of the leaders allowed the other members time to focus on the product goal. The concerns voiced by the consultants ensured that the resulting integration (product) did not minimize the strengths of the component programs. The design function of the teachers resulted in teaching strategies/materials which integrated reading/writing to help students learn content and in a model for training other teachers. The questioning style of the leaders' facilitative function helped to clarify conceptual intent and applicability of the teachers' design decisions for both the integration and the training.

To what extent were teachers integrally involved?

The second purpose of this inservice project, the process goal, was to integrally involve the teachers. The findings indicate that the teachers had a high degree of participation during this project. Their comments and concerns resulted in an exchange of ideas between themselves, the leaders and consultants. This exchange aided the teachers in making decisions on models for integration and training. Following their integration model, the teachers developed units of study and used them, with feelings of success, in their classrooms. The original eight teachers trained other teachers in the newly developed integrated approach. Furthermore, the newly trained teachers aided in the refinement of both the integration and the training models.

The findings on which role group took ownership of the project indicate that the leaders felt that the teachers would be integrally involved. A further example of this can be seen in a comment made by the teaching center director prior to the beginning of the project.

> "I always said that when the school board endorsed this [another curriculum brought to the teachers through inservice], it would die. But that didn't happen because the teachers who started were so enthusiastic about their students' achievement. They were the ones who sold the others. That's the difference."

The teachers were essential to this inservice project. They were integrally involved and took ownership of the project. In a discussion, during the last meeting about how inservice in this district is different from other districts', a teacher's comment reflects an understanding of the importance of teacher involvement in inservice:

MAY 11, 1983

> "It is because of the Teaching Center and the cooperative effort between administration and teachers so that teachers have a great deal to say about what will be happening."

**Implications and Suggestions**

One suggestion from research on inservice education is to involve teachers in both the planning and implementation of inservice programs. This case study is an example of how one inservice project involved teachers. If the purpose of inservice

education is to involve teachers, then perhaps this project may serve as a model for other such projects.

Another suggestion from research on inservice education is to provide programs which are relevant to the needs and concerns of the teachers involved. This inservice project had a specific product goal which originated from the expressed needs of teachers. Again, if the purpose of inservice education is to address the the needs of teachers, then perhaps this project may serve as a model.

For this project, an environment was created where all members were working together, cooperatively, to pull together the resources (both human and financial) needed to reach a goal that addressed the needs of teachers. Furthermore, the inservice leaders were willing to integrally involve teachers, from planning and development to implementation, and to provide adequate time and support for development and change to take place. For as the teachers wrote in the May progress report:

> As the teachers began to realize the possibilities of combining these programs, they felt comfortable developing and teaching the units. Each unit that is being developed is being planned by teachers, for teachers in cooperation with the...Teaching Center and the...District...University and the...Board of Education. (pp. 9-10)

Whether the results of this inservice program contribute to change in student learning is yet to be determined. Whether inservice programs which address the needs of teachers and/or integrally involve teachers contribute to lasting changes in teaching behaviors or to improvement of education for students is also yet to be determined. Further research will need to be conducted to help explore these issues.

Appendix A

DEVELOPMENT OF THE FRAMEWORK FOR INTEGRATION

OCTOBER 27, 1982

L: "Read the project proposal and think about its implications for the group. Is it viable to develop integration techniques? And what are the implications for the students?"

T: "I'm not sure I can see how we can put these together. Will there be steps 1, 2, 3--a scope and sequence? How will we put this on paper? How will teachers respond?"

L: Called their attention to the papers she had taped to the board. They contained phrases (techniques) from both RICA and ILA. She asked if it would be feasible to match similar techniques.

C: "I'm concerned that this will turn into a skills curriculum and lose sight of the substance of the content. We need a framework." He then suggested that a general framework be used around a concept or content. Someone suggested pioneers. They went from this to the organizational idea that adaptation is necessary to survival. Then there was a discussion of activities relating to that idea.

T: "This could be like a chinese menu. Tell the teachers that they can pick one from column A, B, C."

C: Had taken down the sheets from the chalkboard and was pretending to teach a lesson around the concept of power.

L: Asked that the teachers break into small groups and talk through a unit as we had been doing.

OC: When I asked (L) about the papers she had put up, she said, "This model seems to be working."

OC: As the teachers worked in small groups they were discussing the techniques of both programs and how they were similar.

T: "RICA vocabulary categorization is like ILA slotting."

L: "Do we want to put this together?"

T: "Yes. These are sound educational principals."

L: "How do we want it to come out? The final product?"

T: "Notebook? Scope and sequence?"

OCTOBER 28, 1982

L: "I don't want you to be under the impression that this will be done in the next five hours."

L: "When we wrote this project we had a simplistic view--simply match vocabulary."

T: "It seems that reading is for the content. Use ILA separately."

C: "Real teaching blends everything."

****

C: Began writing his framework on the board. He suggested that the best way to see an integration was to plan a lesson and see where they fit together. He began with what he called the first step--Teacher Preparation:
1) establish conceptual purpose; organizing idea to be taught
2) examine resources
3) determine how resources are to be read
4) develop lesson materials that are true to the concept

T: "The curriculum committee is deciding on social studies. We will have a single text. The resources are choosen for us."

T: "Could we add writing to number three? We don't want to leave that out."

C: "My problem is that I'm talking about reading skills which are needed to get information from the resources."

L: "Why not reading, reasoning, and writing skills? Is writing an activity or a skill?"

C: Went back to chalkboard and wrote---WHY--WHAT--HOW. "This is the framework for planning a lesson." Then he began filling in the WHY.

T:"That's too many."

OC: A consensus was reached on how to write WHY. The consultant moved on to WHAT. There was interaction back and forth. When the consultant came to HOW the pace seemed to pick up. Teachers sat up in their chairs and leaned forward. They suggested both ILA and RICA techniques.

L: "We could even integrate spelling. The words could come from the content."

T: "No we will have a spelling book."

NOVEMBER 4, 1982

T: "What is your idea of what the finished product will look like? Canned lessons?"

L: "We have no pre-notion of what it might be. That is what we have you for."

DECEMBER 10, 1982

L: Suggested that they look at the rough draft of the framework.

C: "You'll have to take off some."

T: "I was happy with this."

---

KEY

L: Leaders

T: Teachers

C: Consultants

OC: Observer's summary of discussion

***: Change in topic of discussion

Appendix B

When you want children to stop and take thought about what they will read.
are reading.
have read.

AN INTEGRATED PROGRAM for the Teaching
of Reading and Writing in the Content Areas

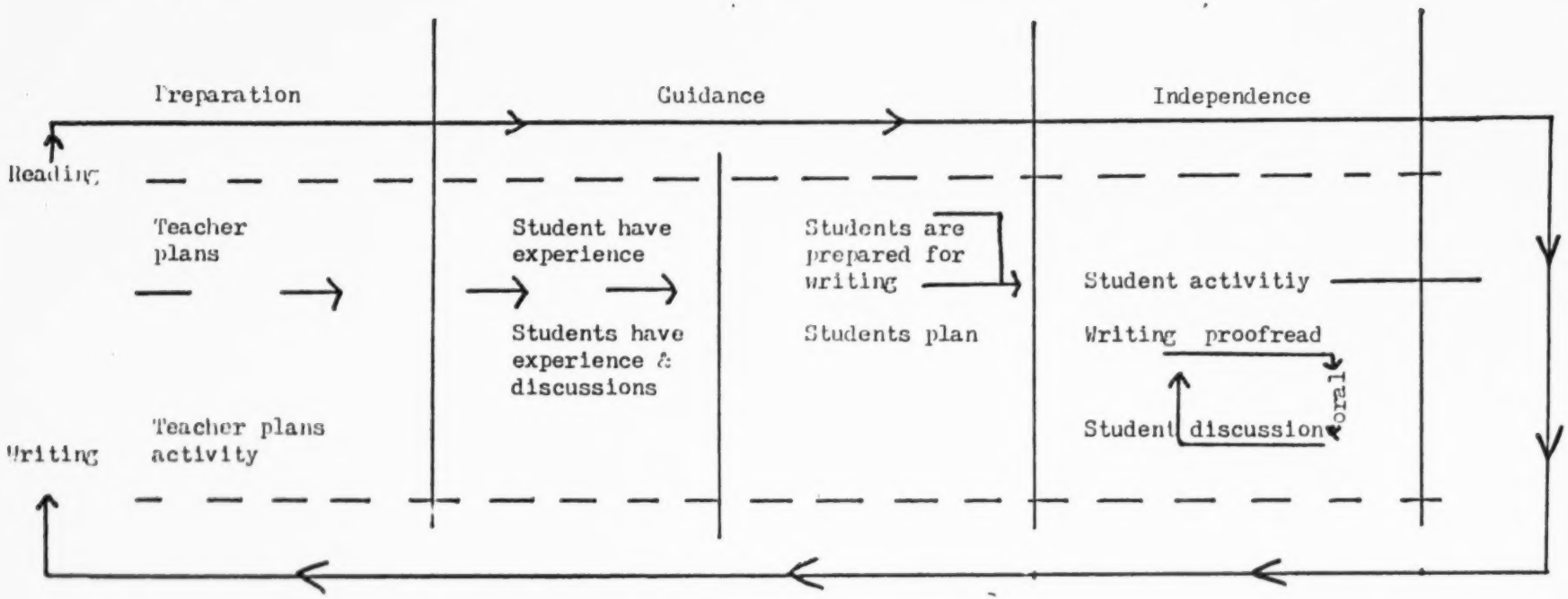
## F R A M E W O R K

(LESSON STRUCTURE)

TEACHER PREPARATION:

1. Concept(s) (organizing idea) to be taught
2. Select resources
3. Examine resources and establish implicit reading, reasoning, and writing skills to be emphasized
4. Develop lesson materials

If only time to ask <u>one</u> question, the teacher must ask self what that one question is.


Preparation
Guidance
Independence
Reading
Teacher plans
Student have experience
Students are prepared for writing
Student activitiy
Students have experience & discussions
Students plan
Writing proofread
oral
Student discussion
Teacher plans activity
Writing

E I

REPARATION

| WHY | WHAT | HOW |
|---|---|---|
| . Students need experiential context for concept to be studied | 1.1 Drawing background | 1.1 Word association/brainstorming/details gri. |
| | 1.2 Providing background | 1.2 Lecture, field experience, audio/visual |
| | 1.3 > Review | 1.3 Graphic organizer/sentence synthesis |
| . Students need specific knowledge base for dealing with resource materials | 2.1 > Review | 2.1 Structured overview (Technical vocab) I'm in charge |
| | | 2.21 Apply selection criteria |
| | | 2.22 Sentence synthesis |
| | | 2.23 Slotting for synonym/context |
| | 2.2 Technical-vocabulary study - definition - meaning (Teaching/ presenting) | 2.24 Framed sentence-paragraph |
| | | QUA outline |
| | | 2.25 Categorization |
| | | 2.26 Analogies |
| | | 2.27 Matching |
| | | 2.28 Acrostic (Bubble gram) |
| | | 2.29 Syllabication |
| | | 2.291 Sentence completion |
| | | Improvement techniques begin |
| | | 2.292 Expansion by modification/duplication and embedding |
| . Students need a sense of anticipation | 3.1 Prediction/hypothesizing | 3.1 Prediction guide (pre-reading, reasoning guide, anticipation guide) |
| . Students need purpose for reading/ reasoning/writing | 4.1 Statement of intent | 4.1 Declaration by teacher; drawn from students |
| . Students need direction in how to read/reason/write. | 5.1 Statement of procedures to follow, processes to apply | 5.1 Declared by teacher orally or written on guide |

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ASE II

GUIDANCE

| WHY | WHAT | HOW |
|---|---|---|
| **READING** | | |
| 1. To develop students' understanding of the concept(s) and to facilitate the acquisition, application, understanding of the reading/reasoning skills implicit in the resource(s). | 1. Guide materials appropriate to the reading/reasoning/writing process(es) and the organizing idea. | 1/2.3 Use guides for levels of comprehension<br>1/2.2 Use guides for organizational patterns<br>1/2.3 Use guides for reasoning |
| 2. To facilitate students' interaction as they respond to the resource(s) to one another, and to the teacher. | 2. Small groups/whole class | 2.1 Set expectations and criteria for judging quality of interaction |
| 3. To develop students' understanding of the concept(s) and to facilitate the acquisition, application and understanding of the writing/reasoning skills as they respond to ideas derived from the resource(s). | 3. ILA techniques appropriate to the reasoning/writing processes and the organizing idea | 3.1 Outlining (Quad) (or Expansion by Paragraphing, or The Framed Paragraph, or Sentence Synthesis)<br>3.2 Expansion by Modification<br>3.3 Expansion by Duplication + embedding<br>3.4 Paraphrase what read |

PHASE III

INDEPENDENCE

| WHY | WHAT | HOW |
|---|---|---|
| 1. To reinforce, enrich and elaborate upon students' understanding of the concept(s). | 1. Supplementary resources | 1. Assign resources focused in the organizing idea |
| 2. To reinforce and refine students' application of reasoning/reading/ writing skills developed in the lesson. | 2. Guide materials as appropriate | 2. Use of guide materials as appropriate, adjusted for "independence" eg. post-reading reasoning guide, word meanig reinforcers, proof-reading graphic organizer |

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